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ABSTRACT

Bellevue Community College (BCC), Washington, produces a yearly analysis of the College's performance in key indicators, including information from the previous year and 2 years previous to that for comparison reasons. The 13 performance indicators for BCC are: (1) program/degree completion; (2) transfer student success; (3) student retention; (4) progress from developmental to college-level programs; (5) employer satisfaction and career progress of students; (6) efficiency of college operations; (7) effectiveness of college operations; (8) diversity; (9) ESL progress; (10) continuing education; (11) student satisfaction; (12) employee satisfaction; and (13) teaching excellence. This report includes, for each indicator, a description of the goals and current status of the indicator. For example, the goal for level of attainment at transfer is that 50% of transfer students will have attained the Associate's degree prior to transfer. Current status indicates that 78% of students who entered school during the 1997-98 school year with the intent to transfer had earned their degree or certificate by the 2000-01 school year. For the goal of student retention, BCC aims to meet or exceed the state system average. Current status indicates that half of all students who entered BCC in fall 1999 had made substantial progress toward their degree goals. This is above the system average for the first time. Includes an extensive number of tables and figures. (Contains 34 footnotes.) (NB)

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Bellevue Community College
Institutional Performance Indicators

Fourth Report
March, 2002

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EXECUTIVE SUMMARY

During the 1996-97 academic year, Bellevue Community College developed a set of institutional performance indicators. The first data on those indicators was made available to the College community in Fall, 1997. The current report contains a fourth year of information on these indicators, providing the College an opportunity to review its performance over a four-year period. BCC continues to be involved in numerous activities regarding institutional effectiveness, this report being just one component of the overall program of institutional effectiveness.

This Executive Summary consists of three parts: (1) a 2-page summary chart which provides a very brief overview of the indicators, the goals the College has for them, and their current status; (2) a more detailed listing of each performance indicator, the measurement indicators used to evaluate the College's performance on the indicator, the goals which the College has established for the indicator, where the College stands at the present time in relation to the goals that have been set, and any difficulties or explanatory information which help to set the context for the particular performance indicator; and (3) a "closing the loop" summary chart, which shows how the College has used the results of the data in our on-going efforts to improve the College's work and operations.

The full report on the performance indicators contains considerable detail and complete data for several years, in order for the College to make comparisons and see trends over time, and will be used by the College to evaluate our performance and analyze areas where BCC needs to direct its efforts. Readers who wish more detailed information are encouraged to consult the full report.

Table I: Summary Status of Bellevue Community College Performance Indicators 1997-2000

Indicator	Goal	Status			
		1997	1998	1999	2000
1. Program/Degree Completion					
1.1 Professional/Technical Students	85%	Future Indicator	Future Indicator	Future Indicator	78%
1.2 Transfer Students	75%	Future Indicator	Future Indicator	Future Indicator	53%
2. Transfer Student Success					
2.1 Educational Attainment at Transfer	50% of students w/ AA at transfer	37%-49%	36%-58%	Data Incomplete. >50% at CWU, WSU	33%@CWU, 42%@UW, 47%@WSU, 70%@WWU
2.2 Transfer Rate	50% will transfer	58%	45%	41%	33%
2.3 GPA Retention	<.10 loss in earned GPA	.03-.18 loss	.07-.25 loss	Data Incomplete. -.07 w/existing data	Data Incomplete. .03-.09 decrease
2.4 Graduation Rate	75% graduation rate	Future Indicator	UW- 71%	UW- 72%	UW-70%
2.5 Credit Accumulation at transfer institution	W/in 10 cr. of native students	Future Indicator	BCC-196 UW-192	BCC – 210 UW - 191	BCC – 210 UW - 202
3. Student Retention (Persistence)					
3.1 Some/Substantial Progress	Equal to or >state average	BCC: 52% State: 50%	BCC: 43% State: 48%	BCC: 48% State: 49%	BCC: 50% State: 48%
3.2 Early Leavers	< state average	BCC: 21% State: 22%	BCC: 27% State: 23%	BCC: 25% State: 22%	BCC: 21% State: 22%
3.3 Differences by Ethnicity: Some/Substantial Progress	<3% variance between total and groups	All-50% Native Amer *-26% Hispanic 43%	All-51% Native Amer.*-27% African. Amer.-44%	All-46% Native Amer. *-22% African Amer.- 41%	Hisp.-48% All-47% Asian Amer-43% African Amer-24%.
3.4 Differences by Ethnicity: Early Leavers	<5% variance between total and groups	All-22% Native Amer.*-37% Hispanic- 31%	All-22% Native Amer.*-40% Hispanic- 28%	All-22% Native Amer.*-33% Hispanic- 29%	All-24% Hisp-40% African Amer-38%
4. Progression from Developmental to College Level Programs					
4.1 English Progress	85% successful completion	80% successful	75% successful	77% successful	78%
4.2 Math Progress	75% successful completion	60% successful	54% successful	67% successful	65%

Indicator	Goal	Status			
		1997	1998	1999	2000
5. Employment					
5.1 Employer ratings	90% satisfied	Future Indicator	Future Indicator	Future Indicator	77%
5.2 Student Employment	90% employed	98% employed	75% employed	83% employed	86%
5.3 Student wages	BCC median wage greater than system**	Avg. wage = $14/hr.	Average wage = $16/hr.	BCC - $15.69 State $11.21	BCC - $19.80 State - $12.89
6. Efficiency of College Operations					
6.1 Instructional Efficiency	Below 100% of operating formula college-wide/S/F Ratio	College at 86% of operating formula	College at 86% of operating formula	College at 88% of operating formula	BCC-23.7 State-22.0
6.2 Expenditures by Program	Similar to system, peers, based on College values	Exceeding peers and state in direct services to students	Fell below Shoreline, above state and other peers in Instruction.	Above state and peers in Instruction	Above state and peers in Instruction
7. Effectiveness of College Operations					
7.1 Course Success	>80% success rate	83% success rate	82% success rate	80% success rate	77%
7.2 Libraries	80% satisfied	Future Indicator	Future Indicator	Future Indicator	74%
7.3 Student Services	50% satisfied	Future Indicator	Future Indicator	Future Indicator	97%
8. Service Area Diversity Match					
8.1 Student Match	W/in 1% of service area	Exceeds total, Hisp. pop. underrep'd.	Exceeds total, Hisp. pop. underrep'd.	Exceeds total, Hisp. pop. underrep'd	No group underrep.
8.2 Faculty, Staff Match	W/in 1% of service area and students	Students: 17% Faculty: 10% Total: 18%	Students: 18% Faculty: 15% Svc. Area: 19%	Students: 20% Faculty: 16% Svc. Area: 21%	Students: 25% Faculty: 15% Svc. Area: 21%
9. ESL Progress					
9.1 ESL 1 Progress	80% completion	Range: 38%-71%	Range:75%-87%	All levels <80%	72%
9.2 ESL 2 Progress	80% completion				60%
9.3 ESL 3 Progress	80% completion				60%
9.4 ESL 4 Progress	80% completion				63%
10.Continuing Education	50% re-enrollment	Future Indicator	Future Indicator	Future Indicator	28%
11.Student Satisfaction	80% satisfied	Future Indicator	Future Indicator	Future Indicator	86%
12. Employee Satisfaction	80% satisfied	Future Indicator	Future Indicator	Future Indicator	65%
13.Teaching Excellence	95% (total) 70% (very) satisfied	Future Indicator	Future Indicator	Future Indicator	91% 56%

*The findings for the Native American students are based on a very small number of people and therefore should be used with caution.
**Average wages were used in the 1997 and 1998 reports.

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

PERFORMANCE INDICATOR 1: PROGRAM/DEGREE COMPLETION

Measurement Indicator 1.1: Percentage of full-time professional/technical students completing a program or graduating.[1]

> **Goal:** 85% of the professional technical students will complete their program or graduate within 200% of normal time (four years)
>
> **Status:** For students with the official professional/technical intent in the 1997-98 academic year, 78% had completed their degree or certificate by the 2000-2001 academic year.

Measurement Indicator 1.2: Percentage of full-time transfer-intent students completing a program or graduating.

> **Goal:** 75% of the transfer intent students will complete their program or graduate within 200% of normal time (four years)
>
> **Status:** For students with the official transfer intent in the 1997-98 academic year, 53% had completed the Associate's degree by the 2000-2001 academic year.

PERFORMANCE INDICATOR 2: TRANSFER STUDENT SUCCESS

Measurement Indicator 2.1: Level of educational attainment at transfer.

> **Goal:** 50% of the transfer students will have attained the Associate's degree prior to transfer.
>
> **Status:** In Fall, 2000, 13 percent of those transferring to The Evergreen State College, 33% of those transferring to Central Washington University, 47% of those transferring to Washington State University, and 70% of those who transferred to Western Washington University had attained their Associate's degree. In Fall, 2001, 42% of the transfers to the University of Washington had their AA at transfer.[2]

Measurement Indicator 2.2: Percent of students who transfer to a four-year institution in Washington state within five years after starting at BCC.[3]

> **Goal:** 50% of students who indicate the intent to transfer will do so.
>
> **Status:** For the latest cohort available (students who entered BCC in Fall, 1996 and transferred by Fall, 2000) the BCC transfer rate was 33%. The transfer rates for the two previous cohorts were 41% (94-98), 45% (93-97) and 48% (92-96). The transfer rate for the system for the latest cohort is 38 percent.

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[1] This indicator was revised due to the inability to obtain meaningful data from the previous version.
[2] This information is getting more difficult to obtain. New FERPA regulations limit the information which can be sent back to the sending institution to summary-level only and several of the four-year institutions in the state do not consider communication of this information back to the community colleges to be a priority.
[3] The current definition for this indicator is: students who said they intended to transfer the last quarter they were enrolled at BCC, left the college, and had accumulated 30 college-level credits.

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Measurement Indicator 2.3: Grade-point average (GPA) retention after transfer.[4]

Goal: The earned GPA of BCC transfer students at the transfer institution will be within .10 of the entry GPA from BCC.

Status: The data from the two institutions for which we have information indicates a decline of .03 at Central Washington University and .09 at the University of Washington, both insignificant drops.

Measurement Indicator 2.4: Percentage of students with 45+ credits from BCC who transferred to a four-year institution and earned a Bachelor's or other four- year degree within four years after transfer from BCC.

Goal: 75% of the students who transfer to four-year institutions with 45+ credits from BCC will earn the Bachelor's degree within four years of transfer.

Status: Of the BCC students who entered the University of Washington in Fall, 1997, 70% had graduated by Spring, 2001. This is a slight decline from the cohort who entered in Fall, 1995, 72% of whom graduated by Spring, 1999.

Context: The system-wide rate is 61% within six years after transfer.[5]

Measurement Indicator 2.5: Number of credits BCC transfer students have when they receive their Baccalaureate degrees, compared to native students.

Goal: BCC transfer credit accumulation at graduation will be no greater than ten credits more than native students.

Status: The average number of credits accumulated by BCC transfer students at the time of their graduation from the University of Washington in 2000-01 was 210. The average number of credits accumulated by native University of Washington students graduating in 2000-01 was 202. This is a decrease in the gap over the previous data on this indicator, which was 210 for BCC transfers and 191 for UW native students.

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[4] Data availability has become an issue with this indicator as a recent FERPA ruling states that the four-year institutions can no longer send us individual student data. We hope to receive summary data from them, which would suffice, but at the present even that is irregular.

[5] Data on this indicator is currently available only from the University of Washington. BCC and the SBCTC continue to work with the four-year public institutions to gather this data on an on-going basis.

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PERFORMANCE INDICATOR 3: STUDENT RETENTION (PERSISTENCE)

Measurement Indicator 3.1: Percentage of students who make some progress or substantial progress.[6]

Goal: BCC will meet or exceed the Washington community college system average for student persistence at the College.

Status: Half of all students who entered BCC in Fall, 1999 who said they intended to stay long enough to obtain a degree made substantial progress toward that goal. This persistence rate is, for the first time, higher than the system-wide average. The news is particularly good for full-time students, where the proportion showing substantial progress is 59%, compared to 54% at the system level. While the proportion of part-time students making substantial progress has declined over the last four years, the rate remains above the system rate (32% vs. 31%).

Measurement Indicator 3.2: Percentage of students who are classified as "early leavers"[7]

Goal: BCC's proportion of early leavers will be lower than the system average.

Status: For the first time, BCC's proportion of early leavers is lower than the system average: 21%, compared to the system average of 22%. The system's stated goal for this is 20% or less.

Measurement Indicator 3.3: Differences among progress of students based upon racial/ethnic characteristics.

Goal: Percentage of students who persist at different levels will not vary along racial/ethnic characteristics by more than 5% for early leavers and by more than 3% for those making substantial progress.

Status: In a three-year combined analysis, differences by race and ethnicity are evident.[8] White students have the highest proportion making substantial progress, followed by Hispanic students. The group with the lowest proportion making substantial progress is the African American population. Changes from the previous 3-year period include increases in the number of White and Hispanic students making substantial progress and decreases in the number of Asian American and African American students making substantial progress. The early leavers have increased among all groups, except White students.

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[6] Some Progress: Stay at the College for 2-3 quarters after entering BCC. Substantial Progress: Stay at the College 4+ quarters.
[7] Early Leavers: Fall Quarter, first-time students who do not return the next quarter or at any time in the next two years.
[8] A three-year combined analysis is used because the numbers in some groups are small enough that year-by-year analysis would reflect individual, rather than group, behavior. Even so, the small number of students in some areas means that conclusions about progress should be made very cautiously.

PERFORMANCE INDICATOR 4: PROGRESSION FROM DEVELOPMENTAL TO COLLEGE-LEVEL PROGRAMS

Measurement Indicator 4.1: Percentage of students who enroll in and successfully complete (grade of 'C' or better) English 101 within one year after successfully completing either English 092 or 093.

Goal: 85% of the students who take English 092 or 093 and take English 101 that same year will complete English 101 with a grade of 'C' or better.[9]

Status: This indicator has a tendency to fluctuate over time, although it is always some distance from the goal. Following are the last five years of data.

2000-01 – 78%
1999-00 – 74%
1998-99 - 77%
1997-98 - 75%
1996-97 - 80%.

Measurement Indicator 4.2: Percentage of students who enroll in and successfully complete (grade of 'C' or better) Math 105 or 107 or 156 within one year after successfully completing Math 099.

Goal: 75% of the students who take Math 099 and take Math 105, 107, or 156 that same year will complete Math 105, 107, or 156 with a grade of 'C' or better.

Status: This indicator also fluctuates from year to year and is significantly lower than the goal. Following are the last four years of data.

2000-01 – 65%
1999-00 – 75%
1998-99 - 67%
1997-98 - 54%.

[9] This goal has been changed from 90% to 85%, on the recommendation of the English faculty. Next year, students in 092 and 093 will be separated out, in order to more closely identify differences in performance.

PERFORMANCE INDICATOR 5: EMPLOYER SATISFACTION AND CAREER PROGRESS OF STUDENTS

Measurement Indicator 5.1: Percentage of employers who rate BCC-trained/educated employees with acceptable or above skill and job performance levels.

> **Goal:** 90% of employers will respond that BCC students are equally or better prepared than other entering employees and 90% of employers will say they would hire BCC students again and/or recommend to other people in their company that they hire BCC students.
>
> **Status:** 77% of employers surveyed in Fall, 2001 consider BCC students to be equally or better prepared than other entering employees and 86% of these employers would hire BCC students again and/or recommend to other people in their company that they hire BCC students.

Measurement Indicator 5.2: Percentage of students in professional/ technical programs employed nine months after leaving the College.

> **Goal:** 90% of the students will be employed.
>
> **Status:** For the most recent year (students who completed their program and left the College in the 1999-00 academic year), the employment rate was 86%. The rate for the state is 84%.

Measurement Indicator 5.3: Median wage of employed students.

> **Goal:** The median wage of professional/technical degree and certificate holders (by program) will equal or exceed the median wage of the system.
>
> **Status:** The median wage of BCC graduates far exceeds the system median. The median wage for the 1999-00 graduates was $19.80 per hour. The median wage for the system was $12.89.

PERFORMANCE INDICATOR 6: EFFICIENCY OF COLLEGE OPERATIONS

Measurement Indicator 6.1: Student-faculty ratios, compared to peer colleges and the system

> **Goal:** The College overall will operate with higher student-faculty ratios than the system.
>
> **Status:** The College operated with a student-faculty ratio of 23.7 in the 2000-01 year. In contrast to this, the CTC system's ratio was 22.0 and our peer colleges were: Shoreline – 19.1, Highline – 25.5, and Green River – 22.4.

Measurement Indicator 6.2: Average percentage of the college budget expended by major program.

> **Goal:** Similar to the system and peers, with attention to College values, which focus on delivery of direct services to students.
>
> **Status:** BCC has historically been above its peers and the system average for percentage of budget expended on instruction and other direct services to students. In fiscal 2000, BCC increased its margin spent on Instruction and Primary Support Services to 4.6% over the next closest peer (Shoreline Community College at 63.2%)

PERFORMANCE INDICATOR 7: EFFECTIVENESS OF COLLEGE OPERATIONS

Measurement Indicator 7.1: Percent of successful enrollments, by division.

> **Goal:** The percent of "successful" enrollments (students earning a C grade or better or a P grade in a class) will be equal to or greater than 80%.
>
> **Status:** The percent of "successful" enrollments has declined over the past three years. In Fall, 1998, the successful enrollment rate was 80% for the College as a whole, with division rates ranging from 69% to 92%. In Fall, 1999, the successful enrollment rate was 75% for the College as a whole, with division rates ranging from 59% to 83%. In Fall, 2000, the successful enrollment rate was 77% for the College as a whole, with division rates ranging from 66% to 85%.

Measurement Indicator 7.2: Percent of students who rate the library orientations as outstanding.

> **Goal:** 80 percent of the students completing the library orientation survey will answer that the orientation was outstanding in terms of a particular class.
>
> **Status:** 74% of the students rated the orientation as outstanding.

Measurement Indicator 7.3: Percent of students satisfied with the result of their visit to Student Services.

> **Goal:** 50%+ of the students will rate this excellent or good.
>
> **Status:** 97% of the students rated this excellent

PERFORMANCE INDICATOR 8: COLLEGE AND SERVICE AREA DIVERSITY MATCH

Measurement Indicator 8.1: Percentage of students by ethnic/racial group, compared to the BCC service area.

> **Goal:** The ethnic and racial diversity of BCC students will match, exceed, or be no more than one percent below the diversity of the BCC service area.
>
> **Status:** The diversity of BCC students exceeds the diversity of our service area for all groups except Native Americans, and the proportion for that population is matched.

Measurement Indicator 8.2: Percentage of faculty and staff by ethnic/racial group, compared to the BCC service area.

> **Goal:** The ethnic and racial diversity of BCC faculty and staff will match, exceed, or be no more than one percent below the diversity of the BCC service area.
>
> **Status:** The diversity of BCC full-time faculty and staff matches the proportional diversity of the service area for people of color as a whole, although the diversity of the full-time faculty and staff does not match with each individual racial/ethnic group.

PERFORMANCE INDICATOR 9: ESL PROGRESS.[10]

Measurement Indicator 9.1: ESL Level 1 Progress. Percentage of English as a Second Language (ESL) Level 1 students who demonstrate substantive skill gain

> **Goal:** The percentage of students demonstrating substantive skill gain will equal 80%.
>
> **Status:** In 2000-01, the completion rate for Level 1 students was 72 percent.

Measurement Indicator 9.2: ESL Level 2 Progress. Percentage of English as a Second Language (ESL) Level 2 students who demonstrate substantive skill gain.

> **Goal:** The percentage of students demonstrating substantive skill gain will equal 80%.
>
> **Status:** In 2000-01, the completion rate for Level 2 students was 60 percent.

[10] This indicator has been adjusted to match the state performance reporting indicators and enable comparability with the other colleges in the system.

Measurement Indicator 9.3: ESL Level 3 Progress. Percentage of English as a Second Language (ESL) Level 3 students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 3 students was 60 percent.

Measurement Indicator 9.4: ESL Level 4 Progress. Percentage of English as a Second Language (ESL) students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 4 students was 63 percent.

PERFORMANCE INDICATOR 10: CONTINUING EDUCATION

Measurement Indicator 10.1: Percent of students who re-enroll from one year to the next.

Goal: 50% of the students who enroll in Continuing Education classes in a particular year will re-enroll in Continuing Education classes in the next year.[11]

Status: This is the first year for this indicator. For the 1999-00 to 2000-01 series, 28% of the Continuing Education students re-enrolled.

PERFORMANCE INDICATOR 11: STUDENT SATISFACTION

Measurement Indicator 11.1: Students' expressed satisfaction with their education and experiences at BCC.

Goal: 80% of students surveyed will express satisfaction with their education and experiences at BCC.[12]

Status: In a survey administered in Fall, 1999, 86% of credit students said they were satisfied or very satisfied with their experiences at BCC. [13]

---

[11] Fifty percent is a standard for Continuing Education programs nationally.

[12] This goal was established by Institutional Research, based upon initial baseline data, supplied by participation of students in the CCSEQ and Faces of the Future surveys.

[13] CCSEQ stands for Community College Student Experiences Questionnaire.

PERFORMANCE INDICATOR 12: EMPLOYEE SATISFACTION

Measurement Indicator 12.1: Employees' satisfaction with the College

Goal: 80% of employees surveyed say that BCC is a good place to work.[14]

Status: 65% of employees surveyed said that BCC is a good place to work.

PERFORMANCE INDICATOR 13: TEACHING EXCELLENCE

Measurement Indicator 13.1: Percentage of faculty who are highly rated in student class evaluations (institution and division levels).[15]

Goal: 95% of the students will report on course evaluations that they are satisfied with the course and 70% of them will report that they are very satisfied with the course.

Status: Data on this indicator is available for the first time this year and shows that 91% of the students say they are satisfied or very satisfied with BCC instructors. This varies by division, with three divisions (Educational Development/Health Sciences, Media, and Social Science) at 94% and Human Development at 66%. Fifty-six percent of the students report that they are very satisfied.

[14] This goal was established by Institutional Research, based on initial baseline data.

[15] Tenured, full-time faculty are underrepresented in these data.

Table II: Closing the Loop on the BCC Institutional Performance Indictors
Summary of Indicator Results and Use of the Results at BCC
Fourth Indicators Report

College Mission/Goal Area	Indicator	Goals	2001 Results	Use of Results
Educational Excellence	**1. Program/Degree Completion**			
	1.1 Professional/Technical Students	85%	78%	1st year of data
	1.2 Transfer Students	75%	53%	1st year of data
Educational Excellence	**2. Transfer Student Success**			
	2.1 Educational Attainment at Transfer	50% of students w/ AA at transfer	33%@CWU, 42%@UW, 47%@WSU, 70%@WWU	On-going efforts to obtain better data and improve this rate
	2.2 Transfer Rate	50% will transfer	33%	See above.
	2.3 GPA Retention	<.10 loss in earned GPA	.03-.09 decrease	at goal
	2.4 Graduation Rate	75% graduation rate	UW-70%	Ongoing efforts...
	2.5 Credit Accumulation at transfer institution	W/in 10 cr. of native students	BCC-210 UW-202	at goal
Educational Excellence, Pluralism	**3. Student Retention (Persistence)**			
	3.1 Some/Substantial Progress	Equal to or >state average	BCC: 50% State: 48%	Increase in orientation, outreach activities
	3.2 Early Leavers	< state average	BCC: 21% State: 22%	See above.
	3.3 Differences by Ethnicity: Some/Substantial Progress	<3% variance between total and groups	Hisp.-48% All-47% Asian Amer-43% African. Amer-24%.	See above.

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College Mission/Goal Area	Indicator	Goals	2001 Results	Use of Results
	3.4 Differences by Ethnicity: Early Leavers	<5% variance between total and groups	All-24% Hisp-40% Afric. Amer.-38%	See above.
Educational Excellence	**4. Progression from Developmental to College Level Programs**			
	4.1 English Progress	85% successful completion	78%	Faculty recommend administrative drop and required study skills course
	4.2 Math Progress	75% successful completion	65%	2 credits of math studies required now if a student fails math twice
Educational Excellence, Teamwork	**5. Employment**			
	5.1 Employer ratings	90% satisfied	77%	1st year of data
	5.2 Student Employment	90% employed	86%	Information provided to programs for own use
	5.3 Student wages	BCC median wage greater than system**	BCC - $19.80 State - $12.89	See above.
Quality Service	**6. Efficiency of College Operations**			
	6.1 Instructional Efficiency	Student/Faculty Ratio >System, Peers	BCC-23.7 State-22.0	at goal
	6.2 Expenditures by Program	Similar to system, peers, based on College values	Above state and peers in Instruction	at goal
Quality Service	**7. Effectiveness of College Operations**			
	7.1 Course Success	>80% success rate	77%	General Education TF activities, new Academic Progress Policy, review of pre-requisites, Advising TF activities
	7.3 Libraries	80% satisfied	74%	1st year of data
	7.4 Student Services	50% satisfied	97%	1st year of data

College Mission/Goal Area	Indicator	Goals	2001 Results	Use of Results
Quality Service, Pluralism	**8. Service Area Diversity Match**			
	8.1 Student Match	W/in 1% of service area	No group underrep.	at goal
	8.2 Faculty, Staff Match	W/in 1% of service area and students	Students: 25% Faculty: 15% Svc. Area: 21%	reviewed w/BOT as part of BCC Affirmative Action Plan
Educational Excellence	**9. ESL Progress**			
	9.1 ESL Level 1 Progress	80% completion	72%	1st year of comparable data
	9.2 ESL Level 2 Progress	80% completion	60%	1st year of comparable data
	9.3 ESL Level 3 Progress	80% completion	60%	1st year of comparable data
	9.4 ESL Level 4 Progress	80% completion	63%	1st year of comparable data
Educational Excellence, Teamwork	**10. Continuing Education**	50% re-enrollment	28%	1st year of data
Educational Excellence, Quality Service	**11. Student Satisfaction**	80% satisfied	86%	1st year of data
Educational Excellence, Teamwork	**12. Employee Satisfaction**	80% satisfied	65%	1st year of data
Educational Excellence	**13. Teaching Excellence**	95% (total) 70% (very) satisfied	91% 56%	1st year of data

I. INTRODUCTION

To know if you're getting better, you have to be able to measure things. If you can't measure it, then you don't know if you are getting better.

-John Lombardi, former President, University of Florida

In the Fall of 1997, Bellevue Community College produced its First Annual Report on Institutional Performance Indicators. This yearly analysis of the College's performance on key indicators includes information for the previous academic year, and two years previous to that, for comparison purposes. Since the College has set high goals and standards for its performance, it is essential that we see not only where we wish ourselves to be, but how much progress we are making in that regard.

WHAT ARE PERFORMANCE INDICATORS?

Possibly the best-known definition of institutional indicators is that developed by Peter Ewell: indicators are "policy-relevant statistics produced regularly to support overall policy planning and monitoring at the national, state, or system level." Institutional effectiveness simply defined is achieving what you set out to achieve. Institutional indicators can help to measure whether that is happening or not.

The ultimate purpose of a set of institutional performance indicators is to provide data that can lead to institutional improvement. Many factors lead an institution to establish a set of indicators, including: the ability to point to areas where change and resources may be needed; the movement toward becoming a more "self-regarding" institution, looking at continuity in improvement, rather than a one-time "fix;" the development of a longer-range perspective, with measurement of the indicators over time; and the realization that we can no longer do "business as usual."

As the AACC has stated, "When individuals find it difficult to make judgments on the basis of direct experience, they will not postpone judging the institution. Rather they will make judgments on the basis of secondary criteria that are readily available. Unfortunately, these substitutes for direct experience may have little or nothing to do with institutional performance."[16] It is in our best interests, therefore, to measure those things that we value and to make that information available to ourselves, as well as to those who would make judgments about us, in order to better understand what we do.

People outside of higher education have some pertinent advice about performance indicators as well. The American Productivity and Quality Center (APQC) lists the following among the "Best-in-Class" characteristics of performance indicators:

- The best institutional performance measures communicate the institution's core values.

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[16] Community Colleges: Core Indicators of Effectiveness, A Report of the Community College Roundtable, AACC Special Reports No. 4, 1994, p.3

- Good institutional performance measures are chosen carefully, reviewed frequently, and point to action to be taken on results.
- External requirements and pressures can be extremely useful as starting points for developing institutional performance measurement systems.
- Performance measures are best used as "problem detectors" to identify areas for management attention and further exploration.
- Clear linkages between performance measures and resource allocation are critical, but the best linkages are indirect.
- Performance measures must be publicly available, visible, and consistent across the organization.[17]

BCC has tried from the beginning to adhere to these types of principles in the development, review, and use of our performance indicators and we will continue to do so in future years.

USING PERFORMANCE INDICATOR DATA AT BCC

Data on the institutional performance indicators is generally available at the beginning of Winter Quarter each year and is distributed to all administrative units. The performance indicator data is also useful in presenting BCC's work and accomplishments to outside audiences.

During the 1998-99 academic year, the College undertook a review of the indicators to determine their ongoing validity and utility. Recommendations were made to President's Staff and Educational Services Cabinet about which indicators would be most useful to the College and how best to use them. The final review of these indicators was undertaken by the Institutional Effectiveness Group and the revised list, used since that time, is a result of that review and revision process. Additional review, completed this year, has resulted in further refinements.

It is important to remember that this set of performance indicators is just one, among many, ways of looking at *how* and *what* the College is doing. Others include: the Annual Student Profile, Environmental Scan information, surveys that the College conducts, qualitative data on student satisfaction and experiences at BCC, and the complementary efforts of the College's Institutional Effectiveness Program. It is the sum total of these efforts that will enable the College to conduct information-based institutional management, directed toward the improvement of student learning and overall institutional effectiveness.

OVERVIEW OF BELLEVUE COMMUNITY COLLEGE INSTITUTIONAL PERFORMANCE INDICATORS

Table I-1 lists the 13 performance indicators and relates them to the College's goals of Educational Excellence, Teamwork, Pluralism, and Quality Service.[18]

The main body of this report provides the following details about each performance indicator:

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[17] "Measuring Institutional Performance Outcomes Best-in-Class Report, American Productivity and Quality Center, 1998

[18] From the BCC Mission, Vision, and Goals established by the Board of Trustees in January, 1994.

- the measurement(s) used to track institutional performance (some performance indicators have multiple measurement indicators, numbered 2.1, 2.2, etc.);
- goal for the measurement indicator;
- the current status of the measurement indicator relative to the goals, plus a history of the indicator;
- context or background information helpful in understanding the indicator (as needed);
- description of any difficulties in identifying, gathering, or interpreting the data (as needed).

While the College's intent is to follow this set of performance indicators year by year in order to measure where we have been and where we are going, to a certain extent the list will remain a "work in progress." As we found in our reviews, from time to time we may identify other information we wish to measure, or recognize that certain indicators are not measuring what is most important to us. Therefore, the list of indicators will vary slightly from year to year.

Table I-1. Summary List of Performance Indicators

	Indicator	College Goal
1.	Program/Degree Completion	Educational Excellence
2.	Transfer Student Success	Educational Excellence
3.	Student Retention (Persistence)	Educational Excellence, Pluralism
4.	Progression from Developmental to College-Level Programs	Educational Excellence
5.	Employer Satisfaction and Career Progress of Students	Educational Excellence, Teamwork
6.	Efficiency of College Operations	Quality Service
7.	Effectiveness of College Operations	Quality Service
8.	Diversity	Quality Service, Pluralism
9.	ESL Progress	Educational Excellence
10.	Continuing Education	Educational Excellence, Teamwork
11.	Student Satisfaction	Educational Excellence, Quality Service
12.	Employee Satisfaction	Educational Excellence, Teamwork
13.	Teaching Excellence	Educational Excellence

II. BELLEVUE COMMUNITY COLLEGE INSTITUTIONAL PERFORMANCE INDICATORS

The following pages detail the findings for the College's performance indicators for 2000-01. In most cases, trend data is provided on each indicator, in addition to this year's measurement.

PERFORMANCE INDICATOR 1: PROGRAM/DEGREE COMPLETION

Measurement Indicator 1.1: Percentage of full-time professional/technical students completing a program or graduating.[19]

> **Goal:** 85% of the professional technical students will complete their program or graduate within 200% of normal time (four years)
>
> **Status:** For students with the official professional/technical intent in the 1997-98 academic year, 78% had completed their degree or certificate by the 2000-2001 academic year. Eighty percent of the professional/technical completers attained the Associate's degree.

Measurement Indicator 1.2: Percentage of full-time transfer-intent students completing a program or graduating.

> **Goal:** 75% of the transfer intent students will complete their program or graduate within 200% of normal time (four years)
>
> **Status:** For students with the official transfer intent in the 1997-98 academic year, 53% had completed the Associate's degree by the 2000-2001 academic year.

PERFORMANCE INDICATOR 2: TRANSFER STUDENT SUCCESS

Measurement Indicator 2.1: Level of educational attainment at transfer.

> **Goal:** 50% of the transfer students will have attained the Associate's degree prior to transfer.
>
> **Status:** The data are incomplete. Institutions are reluctant to release information to sending institutions due to the new, stricter interpretations of FERPA, even extending this caution to summary-level information. In Fall, 2000, 13 percent of those transferring to The Evergreen State College, 33% of those transferring to Central Washington University, 47% of those transferring to Washington State University, and 70% of those who transferred to Western Washington University had attained their

[19] This indicator was revised due to the inability to obtain meaningful data from the previous version.

Associate's degree. In Fall, 2001, 42% of the transfers to the University of Washington had their AA at transfer.[20] (See Table II-1.)

Context: For the system as a whole, the more credits students achieve at the community college level, the higher their rate of transfer to four-year institutions. Statewide, 39% of students who indicate the transfer intent actually do transfer within four years of entering a community college; however, this varies widely with the number of credits earned. Students earning 18 or more credits transferred at a rate of 40%, while those who earned 90+ credits or an AA degree transferred at the rate of 70%.

Measurement Indicator 2.2: Percent of students who transfer to a four-year institution in Washington state within five years after starting at BCC.[21]

Goal: 50% of students who indicate the intent to transfer will do so.

Status: For the latest cohort available (students who entered BCC in Fall, 1996 and transferred by Fall, 2000) the BCC transfer rate was 33%. The transfer rates for the two previous cohorts were 41% (94-98), 45% (93-97) and 48% (92-96). The transfer rate for the system for the latest cohort is 38 percent.

Context: It is well known that student intent can be very uncertain. With some frequency, students who say they intend to attain their Associate's degree actually stop-out for some period of time and, when returning, switch to a professional/technical program instead. Nationally, almost half of the students who say they intend to transfer and stopped out ended up with a professional/technical degree or certificate. Also nationally, 43 percent of students who begin their postsecondary work at two-year institutions transfer within five years.

Measurement Indicator 2.3: Grade-point average (GPA) retention after transfers.[22]

Goal: The earned GPA of BCC transfer students at the transfer institution will be within .10 of the entry GPA from BCC.

Status: Data on this indicator is incomplete, also. The data from the two institutions for which we do have information indicates a decline of .03 at Central Washington University and .09 at the University of Washington, both insignificant drops. (See Table II-2).

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[20] This information is getting more difficult to obtain. New FERPA regulations limit the information which can be sent back to the sending institution to summary-level only and several of the four-year institutions in the state do not consider communication of this information back to the community colleges to be a priority.

[21] The current definition for this indicator is: students who said they intended to transfer the last quarter they were enrolled at BCC, left the college, and had accumulated 30 college-level credits.

[22] Data availability has become an issue with this indicator as a recent FERPA ruling states that the four-year institutions can no longer send us individual student data. We hope to receive summary data from them, which would suffice, but at the present even that is irregular.

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

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Measurement Indicator 2.4: Percentage of students with 45+ credits from BCC who transferred to a four-year institution and earned a Bachelor's or other four- year degree within four years after transfer from BCC.

Goal: 75% of the students who transfer to four-year institutions with 45+ credits from BCC will earn the Bachelor's degree within four years of transfer.

Status: Of the BCC students who entered the University of Washington in Fall, 1997, 70% had graduated by Spring, 2001. This is a slight decline from the cohort who entered in Fall, 1995, 72% of whom graduated by Spring, 1999.

Context: The system-wide rate is 61% within six years after transfer.[23]

Measurement Indicator 2.5: Number of credits BCC transfer students have when they receive their Baccalaureate degrees, compared to native students.

Goal: BCC transfer credit accumulation at graduation will be no greater than ten credits more than native students.

Status: The average number of credits accumulated by BCC transfer students at the time of their graduation from the University of Washington in 2000-01 was 210. The average number of credits accumulated by native University of Washington students graduating in 2000-01 was 202. This is a decrease in the gap over the previous data on this indicator, which was 210 for BCC transfers and 191 for UW native students.

Note: Data on this indicator is currently available only from the University of Washington. BCC and the SBCTC continue to work with the other four-year institutions to gather this data on an on-going basis.

PERFORMANCE INDICATOR 3: STUDENT RETENTION (PERSISTENCE)

Measurement Indicator 3.1: Percentage of students who make some progress or substantial progress.[24]

Goal: BCC will meet or exceed the Washington community college system average for student persistence at the College.

Status: Half of all students who entered BCC in Fall, 1999 who said they intended to stay long enough to obtain a degree made substantial progress toward that goal. This persistence rate is, for the first time, higher than the system-wide average. The news is particularly good for full-time students, where the proportion showing substantial progress is 59%, compared to 54% at the system level. (See Table II-3 on page 11).

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[23] Data on this indicator is currently available only from the University of Washington. BCC and the SBCTC continue to work with the four-year public institutions to gather this data on an on-going basis.

[24] Some Progress: Stay at the College for 2-3 quarters after entering BCC. Substantial Progress: Stay at the College 4+ quarters.

While the proportion of part-time students making substantial progress has declined over the last four years, the rate remains above the system rate (32% vs. 31%).

Context: Although the College considers itself to be responsible, to a certain degree, for students' persistence at BCC, many factors influence whether and for how long students stay. National research indicates that just one in five students cite college factors as reasons for leaving, but if BCC can provide options which tend to support, rather than increase, the difficulties of personal issues such as children, work, health concerns, etc., we may be able to assist students in remaining at the College long enough to attain their goal.

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

Table II-1. Educational Attainment at Transfer, Fall Quarters, 1997-2001

	1997				1998				1999				2000				2001			
	Student Count	# w/ AA	% w/ AA	Avg. # Cr.	Student Count	# w/ AA	% w/ AA	Avg. # Cr.	Student Count	# w/ AA	% w/ AA	Avg. # Cr.	Student Count	# w/ AA	% w/ AA	Avg. # Cr.	Student Count	# w/ AA	% w/ AA	Avg. # Cr.
University of Washington																				
New BCC Transfers	236			88													272	115	42%	93
All BCC Transfers	1,027			88													1029	433	42%	90
New Wash. CC Transfers	1,861			88													1893	712	38%	92
All Wash. CC Transfers	6,855			88													6870	2685	39%	89
Evergreen State College																				
New BCC Transfers	21	12	57%	78	11	2	18%	65	12	5	42%	77	16	2	13%	68				
All BCC Transfers	40	17	43%	68	49	14	29%	59	47	12	26%	64	41	11	27%	65				
New Wash. CC Transfers	425	206	48%	80	469	200	43%	79	428	194	45%	78	322	192	60%	77				
All Wash. CC Transfers	1,028	482	47%	79	1,087	479	44%	78	1092	488	45%	77	1180	477	40%	77				
Eastern Wash. Univ.																				
New BCC Transfers																				
All BCC Transfers																				
New Wash. CC Transfers																				
All Wash. CC Transfers																				
Western Wash. Univ.																				
New BCC Transfers	143	51	36%	49									40	28	70%	84				
All BCC Transfers	435	174	40%	52									158	114	72%	82				
New Wash. CC Transfers	916	750	82%	88									686	523	76%	86				
All Wash. CC Transfers	3,435	2,826	82%	90									2706	1975	73%	85				
Central Wash. Univ.																				
New BCC Transfers	48	28	58%	81	55	30	55%	82					45	15	33%	100	62	18	29%	78
All BCC Transfers	221	85	39%	73	206	91	44%	75	189	77	41%	74	177	60	34%	72	197	47	24%	70
New Wash. CC Transfers																				
All Wash. CC Transfers																				
Washington State Univ.																				
New BCC Transfers					57	31	54%	47					64	30	47%	44				
All BCC Transfers					278	86	31%	33					258	67	26%	30				
New Wash. CC Transfers																				
All Wash. CC Transfers																				

Source: Fall Term Transfer Student Reports (from each institution to BCC) and MRTE

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

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Table II-2. BCC Transfer Students' Fall Quarter GPA's at Four-Year Institutions, 1997-2001

	1997		1998		1999		2000		2001	
	GPA on Entry	Earned GPA	GPA on Entry	Earned GPA	GPA on Entry	Earned GPA	GPA on Entry	Earned GPA	GPA on Entry	Earned GPA
CWU										
BCC Transfers	2.81	2.74	2.86	2.79	2.85	2.81	2.86	2.83	2.87	2.84
All CC Transfers										
All Transfers										
All CWU Students										
EWU										
BCC Transfers										
All CC Transfers										
All Transfers										
All EWU Students										
UW										
BCC Transfers	3.2	3.08							3.24	3.15
All CC Transfers	3.24	3.06							3.31	3.13
All Transfers	3.24	3.11							3.32	3.17
All UW Students	3.48	3.08							3.56	3.13
WSU										
BCC Transfers			2.79	2.72			2.85	2.71		
All CC Transfers										
All Transfers										
All WSU Students										
WWU										
BCC Transfers							2.98	2.96		
All CC Transfers							3.09	3.01		
All Transfers							2.98	2.96		
All WWU Students							3.13	3.00		

Source: Fall Term Transfer Student Reports (from each institution to BCC)
Note: TESC does not report grades and so is not included in this information. Gray areas indicate missing data.

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

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Table II-3. Progress of Students Planning Degrees: Students Entering College 1996-1999

	1996		1997		1998		1999	
	All WA CC's	BCC	All WA CC's	BCC	All WA CC's	BCC	All WA CC's	BCC
Total	16,999	279	17,409	281	17,409	319	18,447	304
Made Substantial Progress	49%	48%	50%	49%	49%	43%	48%	50%
Made Some Progress	29%	27%	28%	27%	29%	31%	30%	28%
Full-Time Students	12,406	167	12,816	183	12,844	201	13,929	207
Made Substantial Progress	56%	53%	57%	53%	55%	48%	54%	59%
Made Some Progress	28%	25%	27%	28%	28%	31%	29%	25%
Part-Time Students	4,593	112	4,593	98	4,565	118	4,518	97
Made Substantial Progress	31%	40%	29%	42%	31%	33%	31%	32%
Made Some Progress	30%	29%	31%	26%	31%	32%	31%	33%

Source: SR 1182A, SBCTC

Students' Planned Length of Attendance, those intending to stay long enough to complete a degree only, includes both state and contract students.

Note: These data are for students who initially enrolled during Fall Quarters of 1996, 1997, 1998, and 1999. "Progress" in this context is gauged by college attendance during a two-year period after the student's initial enrollment. "Substantial progress" indicates that a student attended four or more quarters during the two-year period; "some progress" indicates that a student attended two or three quarters.

Measurement Indicator 3.2: Percentage of students who are classified as "early leavers"[25]

Goal: BCC's proportion of early leavers will be lower than the system average.

Status: For the first time, BCC's proportion of early leavers is lower than the system average: 21%, compared to the system average of 22%. (See Table II-4). The system's stated goal for this is 20% or less.

Table II-4. BCC Early Leavers, 1996-1999

	1996		1997		1998		1999	
	All WA CC's	BCC	All WA CC's	BCC	All WA CC's	BCC	All WA CC's	BCC
Total Early Leavers	22%	25%	22%	24%	23%	25%	22%	21%
Early Leavers among Full Time Students	16%	22%	15%	19%	17%	20%	17%	15%
Early Leavers among Part Time Students	39%	30%	40%	33%	38%	35%	38%	35%

Source: SR 1182A

Students' Planned Length of Attendance, those intending to stay long enough to complete a degree only, includes both state and contract students.

Note: These data are for students who initially enrolled during Fall Quarters of 1996, 1997, 19985, and 1999. "Early leaver" indicates a student who attended for just one quarter during the two years following that initial enrollment date.

[25] Early Leavers: Fall Quarter, first-time students who do not return the next quarter or at any time in the next two years.

Measurement Indicator 3.3: Differences among progress of students based upon racial/ethnic characteristics.

> **Goal:** Percentage of students who persist at different levels will not vary along racial/ethnic characteristics by more than 5% for early leavers and by more than 3% for those making substantial progress.
>
> **Status:** In a three-year combined analysis, differences by race and ethnicity are evident.[26] White students have the highest proportion making substantial progress, followed by Hispanic students. The group with the lowest proportion making substantial progress is the African American population. Changes from the previous 3-year period include increases in the number of White and Hispanic students making substantial progress and decreases in the number of Asian American and African American students making substantial progress. The early leavers have increased among groups, except White students. Proportions which do not fall within the band specified in the goal are indicated with dark shading in Table II-5 on page 13.

PERFORMANCE INDICATOR 4: PROGRESSION FROM DEVELOPMENTAL TO COLLEGE-LEVEL PROGRAMS

Measurement Indicator 4.1: Percentage of students who enroll in and successfully complete (grade of 'C' or better) English 101 within one year after successfully completing either English 092 or 093.

> **Goal:** 85% of the students who take English 092 or 093 and take English 101 that same year will complete English 101 with a grade of 'C' or better.[27]
>
> **Status:** This indicator has a tendency to fluctuate over time, although it is always some distance from the goal. Following are the last five years of data.
>
> 2000-01 – 78%
> 1999-00 – 74%
> 1998-99 - 77%
> 1997-98 - 75%
> 1996-97 - 80%.

---

[26] A three-year combined analysis is used because the numbers in some groups are small enough that year-by-year analysis would reflect individual, rather than group, behavior. Even so, the small number of students in some areas means that conclusions about progress should be made very cautiously.

[27] This goal has been changed from 90% to 85%, on the recommendation of the English faculty. Next year, students in 092 and 093 will be separated out, in order to more closely identify differences in performance.

Table II-5. Progress of Students by Race/Ethnicity: Three Year Combined Analysis, 1994-95 to 1996-97 and 1997-98 to 1999-00

	Asian American	African American	Native American	Hispanic	White	All BCC Students
Number 1994-95 to1996-97	118	49	18*	35	1,127	1,347
All Students						
Substantial Progress	52%	41%		43%	46%	46%
Some Progress	25%	35%		29%	32%	32%
Early Leavers	23%	24%		29%	22%	22%
Full-Time Students						
Substantial Progress	57%	45%		47%	55%	54%
Some Progress	28%	36%		24%	29%	29%
Early Leavers	16%	18%		29%	16%	17%
Part-Time Students						
Substantial Progress	43%	31%		39%	31%	32%
Some Progress	21%	31%		33%	38%	36%
Early Leavers	36%	38%		28%	31%	32%
1997-98 to 1999-00						
All Students (Number)	103	45*	8*	25*	670	904
Substantial Progress	43%	24%		48%	56%	47%
Some Progress	31%	38%		12%	29%	29%
Early Leavers	26%	38%		40%	16%	24%
Full-Time Students (Number)	66	32			436	591
Substantial Progress	47%	25%			57%	54%
Some Progress	32%	44%			27%	28%
Early Leavers	21%	31%			16%	18%
Part-Time Students (Number)	37				234	313
Substantial Progress	35%				53%	35%
Some Progress	30%				31%	30%
Early Leavers	35%				15%	34%

* In areas with a small number of students, progress data is not reportable.

Source: SR1182A. Students' Planned Length of Attendance, includes only those intending to stay long enough to complete a degree and includes both state and contract students.

Note: This data is for students who initially enrolled during Fall Quarters of 1994, 1995, 1996, 1997, 1998, and 1999. "Progress" in this context is gauged by college attendance during a two-year period after the student's initial enrollment. "Substantial progress" means that a student attended four or more quarters during the two-year period; "some progress" means that a student attended two or three quarters. "Early leavers" are students who attended for just one quarter during the two-year period.

A three-year combined analysis is used because the numbers in some groups can be small enough that year-by-year analysis would reflect individual, rather than group, behavior. Even so, the small number of students in some areas means that conclusions about the progress of this group of students cannot be made.

The "acceptable variation" in rates has been defined as 5% for early leavers and 3% for those making substantial progress. The areas where the percentages fall outside these bands are indicated with dark shading.

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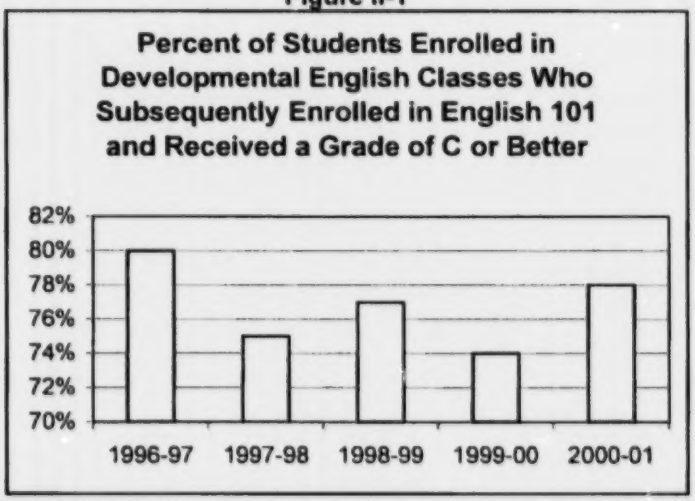
Figure II-1



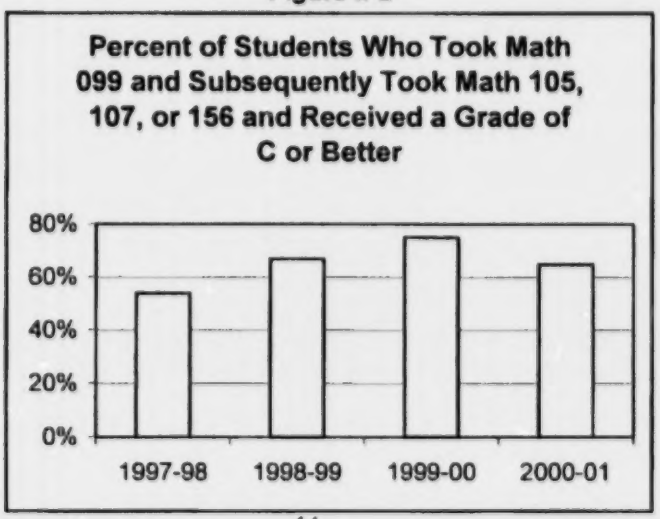
Measurement Indicator 4.2: Percentage of students who enroll in and successfully complete (grade of 'C' or better) Math 105 or 107 or 156 within one year after successfully completing Math 099.

Goal: 75% of the students who take Math 099 and take Math 105, 107, or 156 that same year will complete Math 105, 107, or 156 with a grade of 'C' or better.

Status: This indicator also fluctuates from year to year and is significantly lower than the goal. Following are the last four years of data.

2000-01 – 65%
1999-00 – 75%
1998-99 - 67%
1997-98 - 54%.

Figure II-2



Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

PERFORMANCE INDICATOR 5: EMPLOYER SATISFACTION AND CAREER PROGRESS OF STUDENTS

Measurement Indicator 5.1: Percentage of employers who rate BCC-trained/educated employees with acceptable or above skill and job performance levels.

Goal: 90% of employers will respond that BCC students are equally or better prepared than other entering employees and 90% of employers say they would hire BCC students again and/or recommend to other people in their company that they hire BCC students.

Status: 77% of employers surveyed in Fall, 2001 consider BCC students to be equally or better prepared than other entering employees and 86% of these employers would hire BCC students again and/or recommend to other people in their company that they hire BCC students.

Background on the Indicator: For the first time, BCC conducted a general survey of employers this past Fall. The survey was conducted by the Career Center.[28] Forty-four employers responded to the survey, which asked a variety of questions, including performance on general education areas.

Measurement Indicator 5.2: Percentage of students in professional/ technical programs employed nine months after leaving the College.

Goal: 90% of the students will be employed.

Status: For the most recent year (students who completed their program and left the College in the 1999-00 academic year), the employment rate was 86%. The rate for the state is 84%.

Measurement Indicator 5.3: Median wage of employed students.

Goal: The median wage of professional/technical degree and certificate holders (by program) will equal or exceed the median wage of the system.

Status: The median wage of BCC graduates far exceeds the system median. The median wage for the 1999-00 graduates was $19.80 per hour. The median wage for the system was $12.89. See Table II-6.

[28] All inquiries about the survey should be directed to Cheryl Vermilyea, Director of the BCC Career Center.

Table II-6. Median Hourly Wages, Degree and Certificate Holders, 1998-2000, BCC and the System			
	BCC		System
	1999-00	1997-98 to 1999-00, Combined	1999-00
All Programs Combined	$19.80	$17.96	$12.89
Accounting Paraprofessional		$13.85	$12.09
Administration of Criminal Justice			
ALDAC			
AOS			$10.51
Diagnostic Ultrasound		$20.70	
Early Childhood Education			$10.17
Fire Science		$23.15	
General Business Management			
IT-Programming	$21.23	$22.30	
IT-Technical Support		$17.49	
Interior Design		$12.25	
Marketing Management			
Media Communication/ Technology	$18.88	$17.00	
Nursing	$23.96	$22.66	$20.61
Radiation Therapy			
Radiologic Technology		$17.63	$19.84
Real Estate			
Recreation Leadership			
Program with data on fewer than 25 students are not reported.			

PERFORMANCE INDICATOR 6: EFFICIENCY OF COLLEGE OPERATIONS

Measurement Indicator 6.1: Student-faculty ratios, compared to peer colleges and the system

Goal: The College overall will operate with higher student-faculty ratios than the system.

Status: The College as a whole operated with a student-faculty ratio of 23.7 in the 2000-01 year. In contrast to this, the CTC system's ratio was 22.0 and our peer colleges were: Shoreline – 19.1, Highline – 25.5, and Green River – 22.4. The areas where BCC has a lower student-faculty ratio than the system are shaded in Table II-7.

Table II-7. Student-Faculty Ratios: Comparison by CIP Cluster, BCC, Peer Colleges, and System, 2000-01					
CIP Cluster	BCC	Shoreline	Highline	Green River	System
Business Admin.	27.17	24.24	30.32	28.54	25.81
Science	23.63	21.53	23.32	18.33	20.75
Mathematics	32.11	25.74	25.36	25.65	23.79
Social Science	30.66	24.00	31.85	29.55	28.90
Humanities	23.53	19.04	23.23	22.20	21.27
Health/PE	24.69	24.81	19.69	19.90	18.63
Adult Basic Ed.	19.54	20.41	40.89	31.55	31.89
Business/Commerce	24.31	17.67	21.86	16.53	20.26
Data Processing	23.13	18.98	22.87	20.02	20.74
Health Sciences	11.96	9.07	9.04	10.39	12.71
Mech/Engineering	17.09	16.99	13.38	13.89	18.54
Natural Science	19.94	15.96	15.52	10.96	17.83
Public Support	18.26	15.71	16.56	18.43	21.45
Occup'l Support	17.33	22.04	23.35	22.16	22.11
Developmental	23.82	25.54	24.97	33.67	24.21
TOTAL	23.66	19.13	25.50	22.40	21.98
Source: SBCTC Website, Student-Faculty Ratio Pivot Tables. Includes Running Start and International Contract students.					

Measurement Indicator 6.2: Average percentage of the college budget expended by major program.

Goal: Similar to the system and peers, with attention to College values, which focus on delivery of direct services to students.

Status: BCC has historically been above its peers and the system average for percentage of budget expended on instruction and other direct services to students. In fiscal 2000, BCC increased its margin spent on Instruction and Primary Support Services to 4.6% over the next closest peer (Shoreline Community College at 63.2%) (See Table II-8 and Figure II-3.)

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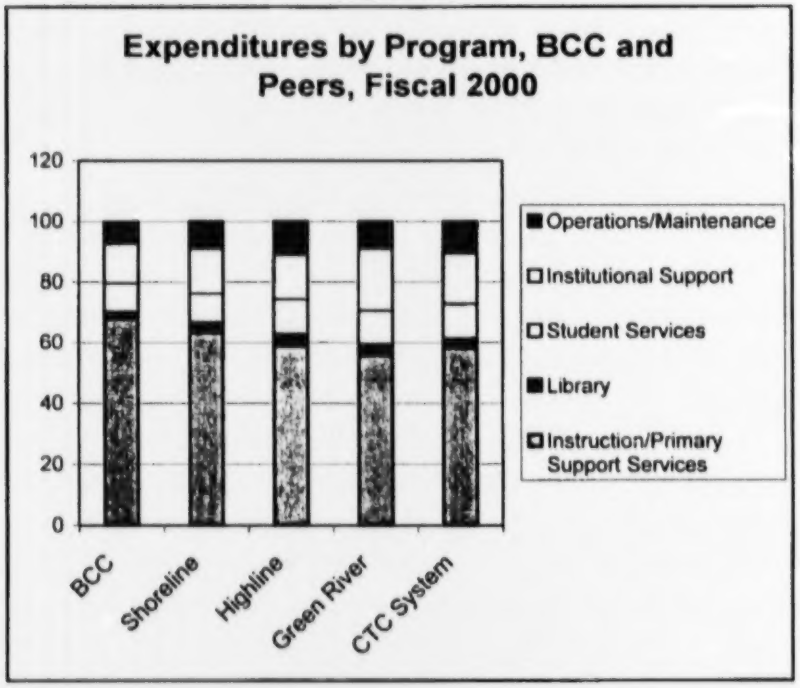
Table II-8. Program Expenditure Comparisons: Percent Expended by Program at BCC, Peer Colleges, & System, 1996-2000

Expenditure Type/Year	BCC	Shoreline	Highline	Green River	Wash. CC System
Instruction/Primary Support Services					
2000	67.8	63.2	58.8	55.7	58.1
1999	66.3	63.3	58.2	57.4	59.0
1998	66.2	60.4	59.3	56.1	58.8
1997	58.1	58.9	56.1	57.1	52.1
1996	65.3	60.8	57.5	59.5	58.8
Library					
2000	2.5	3.6	4.1	3.7	3.3
1999	2.6	3.7	4.1	3.8	3.2
1998	2.9	4.1	3.9	3.9	3.4
1997	3.6	4.3	4.3	2.9	3.4
1996	3.7	4.5	4.0	2.3	3.4
Student Services					
2000	9.4	9.4	11.4	11.2	11.4
1999	9.3	9.3	11.0	11.4	11.3
1998	10.9	9.7	12.2	11.4	11.9
1997	8.6	9.2	9.4	10.2	9.9
1996	10.9	9.9	12.9	12.6	11.5
Institutional Support					
2000	13.0	14.8	14.6	20.5	16.7
1999	14.6	14.8	15.2	18.0	16.2
1998	11.4	16.6	13.4	18.6	15.5
1997	12.9	16.5	15.2	16.8	16.6
1996	11.6	14.7	13.7	17.1	15.6
Operations/Maintenance					
2000	7.3	9.0	11.1	8.9	10.5
1999	7.2	9.0	11.5	9.4	10.3
1998	8.6	9.2	11.3	10.0	10.5
1997	10.7	10.3	11.9	10.5	11.4
1996	8.5	10.0	11.9	8.6	10.6

Source: SBCTC Comparative Financial Data Reports

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

Figure II-3



PERFORMANCE INDICATOR 7: EFFECTIVENESS OF COLLEGE OPERATIONS

Measurement Indicator 7.1: Percent of successful enrollments, by division.

Goal: The percent of "successful" enrollments (students earning a C grade or better or a P grade in a class) will be equal to or greater than 80%.

Status: The percent of "successful" enrollments has declined over the past three years. In Fall, 1998, the successful enrollment rate was 80% for the College as a whole, with division rates ranging from 69% to 92%. In Fall, 1999, the successful enrollment rate was 75% for the College as a whole, with division rates ranging from 59% to 83%. In Fall, 2000, the successful enrollment rate was 77% for the College as a whole, with division rates ranging from 66% to 85%. (See Table II-9)

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

Table II-9. Successful Enrollments by BCC Division, Fall Quarters 1998 - 2000

Fall, 1998

Division	# of successful enrollments	% of successful enrollments	Enrollments eligible for credit*	Unsuccessful enrollments			
				F's	W's	Z's	% earning < C grade
Arts & Humanities	4,732	84%	5,666	243	414	277	16%
Develop. English	863	81%	1,059	34	62	91	19%
College English	1,328	85%	1,555	34	95	58	15%
Business	3,113	84%	3,719	154	279	224	16%
Ed Dev. / Health Sci.	1,457	92%	1,586	21	108	0	8%
Human Development	358	76%	469	1	20	83	24%
Science	3,009	78%	3,874	314	390	161	22%
Developmental Math	729	66%	1,107	93	105	101	34%
College Math	702	70%	1,010	77	131	30	30%
Social Science	2,705	69%	3,912	430	333	176	31%
Media	479	84%	572	19	38	22	16%
COLLEGE TOTAL	15,853	80%	19,798	1,182	1,582	943	20%

Fall, 1999

Division	# of successful enrollments	% of successful enrollments	Enrollments eligible for credit*	Unsuccessful enrollments			
				F's	W's	Z's	% earning < C grade
Arts & Humanities	5,046	78%	6,472	318	497	316	22%
Develop. English	841	82%	1,031	34	68	80	18%
College English	1,299	80%	1,692	55	148	63	20%
Business	2,955	77%	4,036	219	324	235	22%
Ed Dev. / Health Sci.	2,046	82%	2,371	59	131	165	18%
Human Development	376	70%	552	9	52	86	30%
Science	3,356	73%	4,702	384	406	154	28%
Developmental Math	597	59%	1,181	121	100	85	41%
College Math	808	72%	1,152	94	142	19	28%
Social Science	2,719	68%	3,982	437	340	187	32%
Media	753	83%	917	46	55	29	16%
COLLEGE TOTAL	15,979	75%	21,563	1,417	1,698	1,057	25%

Fall, 2000

Division	# of successful enrollments	% of successful enrollments	Enrollments eligible for credit*	Unsuccessful enrollments			
				F's	W's	Z's	% earning < C grade
Arts & Humanities	5,199	78%	6,806	571	71	530	21%
Develop. English	744	78%	1,014	131	8	61	22%
College English	1,344	81%	1,759	115	26	145	19%
Business	3,070	79%	4,078	300	33	277	19%
Ed Dev. / Health Sci.	1753	85%	2,542	142	34	106	15%
Human Development	333	79%	431	33	10	45	21%
Science	3,220	73%	4,716	465	48	412	27%
Developmental Math	831	67%	1,246	179	36	115	33%
College Math	657	70%	1,175	86	3	127	30%
Social Science	2,497	66%	3,746	497	64	354	33%
Media	1,020	83%	1,233	96	8	73	16%
COLLEGE TOTAL	15,728	77%	21,888	1,975	250	1,679	23%

Source: SM6113 (Grade Analysis) Total "enrollments eligible for credit" includes all students earning credit (grades A, B, C, D, & P) and *not* earning credit (grades F, W, Z). Late grades, audit ("N's"), continued courses ("Y's"), and incompletes ("I's") are not included in this table.

Measurement Indicator 7.2: Percent of students who rate the library orientations as outstanding.

Goal: 80 percent of the students completing the library orientation survey will answer that the orientation was outstanding in terms of a particular class.

Status: 74% of the students rated the orientation as outstanding.

Indicator Notes: This is a new indicator, with just one year of data.

Measurement Indicator 7.3: Percent of students satisfied with the result of their visit to Student Services.

Goal: 50%+ of the students will rate this excellent or good.

Status: 97% of the students rated this excellent

Indicator Notes: This is a new indicator, with just one year of data.

PERFORMANCE INDICATOR 8: COLLEGE AND SERVICE AREA DIVERSITY MATCH

Measurement Indicator 8.1: Percentage of students by ethnic/racial group, compared to the BCC service area.

Goal: The ethnic and racial diversity of BCC students will match, exceed, or be no more than one percent below the diversity of the BCC service area.

Status: The diversity of BCC students exceeds the diversity of our service area (see Table II-10), for all groups, except Native Americans and the proportion for that population is matched.

Measurement Indicator 8.2: Percentage of faculty and staff by ethnic/racial group, compared to the BCC service area.

Goal: The ethnic and racial diversity of BCC faculty and staff will match, exceed, or be no more than one percent below the diversity of the BCC service area.

Status: The diversity of BCC full-time faculty and staff matches the proportional diversity of the service area for people of color as a whole, although the diversity of the full-time faculty and staff does not match with each individual racial/ethnic group (See Table II-11).

Table II-10. Racial and Ethnic Characteristics, BCC Service Area and BCC Students, Fall, 2001			
	BCC Service Area	All BCC Students	College Credit Students Only
Asian	12%	16%	17%
African American	2%	3%	4%
Native American	1%	1%	1%
Hispanic	2%	5%	4%
All People of Color*	21%	25%	26%
White	79%	75%	74%

Source: Data Warehouse, Census 2000
*Includes "other race" category

Table II-11. Racial and Ethnic Characteristics, BCC Service Area and BCC Faculty and Staff, Fall, 2001								
	BCC Service Area		BCC Students		Full-time Faculty		Full-time Faculty & Staff	
	K-12	Census	2000	2001	2000	2001	2000	2001
Asian American	14%	12%	14%	16%	10%	9%	12%	11%
African American	2%	2%	3%	3%	4%	4%	6%	5%
Native American	1%	1%	1%	1%	0%	0%	0%	1%
Hispanic	5%	2%	3%	5%	2%	2%	3%	4%
All People of Color	21%	21%	20%	25%	16%	15%	21%	21%
White	79%	79%	80%	75%	84%	85%	79%	79%

Source: OSPI, CR6312, Census 2000, Data Warehouse

PERFORMANCE INDICATOR 9: ESL PROGRESS

The English as a Second Language (ESL) program, which offers free classes to immigrants, refugees, permanent residents, and U.S. citizens whose first language is not English, is a very large program at BCC, enrolling 634 students in Fall, 2001. In addition to the enrolled students, there is normally a sizable waiting list of people wishing to enter the program. Some of the educational goals attained by students in the ESL program are: entering another educational or training program, U.S. citizenship, registering to vote, becoming employed, or retaining employment. [29]

[29] The data for this indicator has been in flux over the past three years, but is believed to have achieved some stability at this time. Next year's data should be comparable and more meaningful.

Measurement Indicator 9.1: ESL Level 1 Progress. Percentage of English as a Second Language (ESL) Level 1 students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 1 students was 72 percent. (See Table II-12). The data for this indicator has been in flux over the past three years, but is believed to have achieved some stability at this time. Next year's data should be comparable and more meaningful.

Measurement Indicator 9.2: ESL Level 2 Progress. Percentage of English as a Second Language (ESL) Level 2 students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 2 students was 60 percent. (See Table II-12).

Measurement Indicator 9.3: ESL Level 3 Progress. Percentage of English as a Second Language (ESL) Level 3 students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 3 students was 60 percent. (See Table II-12).

Measurement Indicator 9.4: ESL Level 4 Progress. Percentage of English as a Second Language (ESL) students who demonstrate substantive skill gain.

Goal: The percentage of students demonstrating substantive skill gain will equal 80%.

Status: In 2000-01, the completion rate for Level 4 students was 63 percent. (See Table II-12).

Table II-12. ESL Students' Progress, 1995-96 to 2000-01

	Completion Rates					
	ESL 1	ESL 2	ESL 3	ESL 4	ESL5	ESL6
1995-96						
# started	207	295	127			
# completed level	85	119	34			
# progressing at same level	78	85	53			
% completed	41%	40%	27%			
% completed or progressing	79%	69%	69%			
1996-97						
# Enrolled	65	164	240	184		
# who completed 1 level or learning goal	33	65	92	130		
# who did not complete level or goal	20	57	74	55		
% completed 1 level or learning goal	50%	40%	38%	71%		
1997-98						
# Enrolled	87	103	226	130		
# who completed 1 level or learning goal	75	77	196	111		
# who did not complete level or goal	12	26	30	19		
% completed 1 level or learning goal	86%	75%	87%	85%		
1998-99						
# Enrolled	96	124	266	174		
# who completed 1 level or learning goal	50	57	139	90		
# who did not complete level or goal	46	67	127	84		
% completed 1 level or learning goal	52%	46%	52%	52%		
2000-01						
Completion Rate	72%	60%	60%	63%	75%	

Source: Annual Performance Reports for Adult Education prior to 2000-01, SBCTC Performance Reporting 2000-01

PERFORMANCE INDICATOR 10: CONTINUING EDUCATION

Measurement Indicator 10.1: Percent of students who re-enroll from one year to the next.

Goal: 50% of the students who enroll in Continuing Education classes in a particular year will re-enroll in Continuing Education classes in the next year.[30]

Status: This is the first year for this indicator. For the 1999-00 to 2000-01 series, 28% of the Continuing Education students re-enrolled.

[30] Fifty percent is a standard for Continuing Education programs nationally.

PERFORMANCE INDICATOR 11: STUDENT SATISFACTION

Measurement Indicator 11.1: Students' expressed satisfaction with their education and experiences at BCC.

Goal: 80% of students surveyed will express satisfaction with their education and experiences at BCC.[31]

Status: In a survey administered in Fall, 1999, 86% of credit students said they were satisfied or very satisfied with their experiences at BCC.[32]

PERFORMANCE INDICATOR 12: EMPLOYEE SATISFACTION

Measurement Indicator 12.1: Employees' satisfaction with the College

Goal: 80% of employees surveyed say that BCC is a good place to work.[33]

Status: 65% of employees surveyed said that BCC is a good place to work.

PERFORMANCE INDICATOR 13: TEACHING EXCELLENCE

Measurement Indicator 13.1: Percentage of faculty who are highly rated in student class evaluations (institution and division levels).[34]

Goal: 95% of the students will report on course evaluations that they are satisfied with the course and 70% of them will report that they are very satisfied with the course.

Status: Data on this indicator is available for the first time this year and shows that 91% of the students say they are satisfied or very satisfied with BCC instructors. This varies by division, with three divisions (Educational Development/Health Sciences, Media, and Social Science) at 94% and Human Development at 66%. Fifty-six percent of the students report that they are very satisfied.

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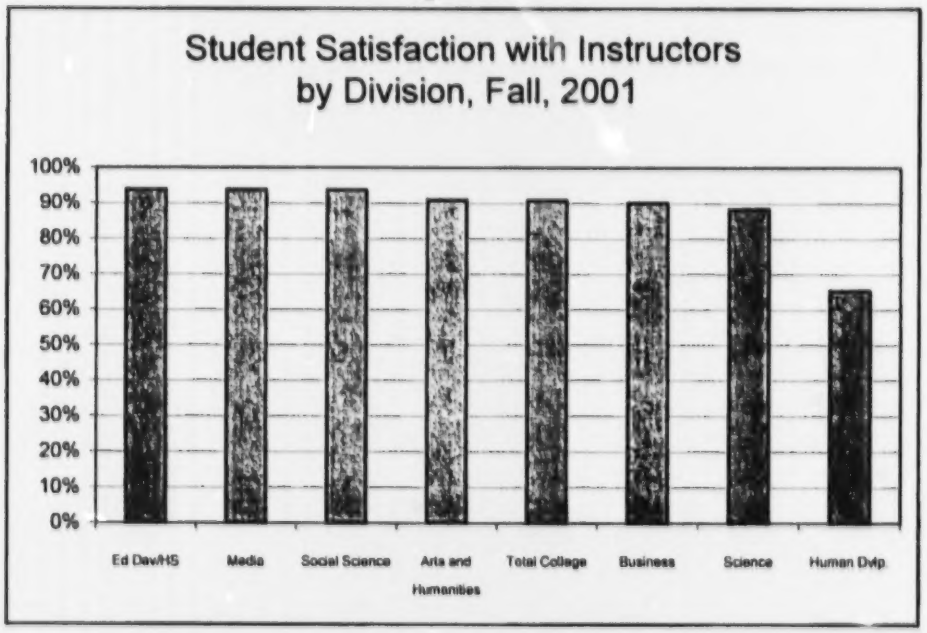
[31] This goal was established by Institutional Research, based upon initial baseline data, supplied by participation of students in the CCSEQ and Faces of the Future surveys.
[32] CCSEQ stands for Community College Student Experiences Questionnaire.
[33] This goal was established by Institutional Research, based on initial baseline data.
[34] Tenured, full-time faculty are underrepresented in these data.

Table II-14: Student Satisfaction with Instructors, by Division Fall, 2001			
Division	% Very Satisfied	% Satisfied	% Satisfied & Very Satisfied
Arts and Humanities	58%	33%	91%
Business	52%	38%	90%
Ed Dev/Health Sciences	64%	30%	94%
Human Development	33%	33%	66%
Media	57%	37%	94%
Science	56%	32%	88%
Social Science	56%	38%	94%
Total College	56%	35%	91%

Figure II-4.



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